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AUTHOR Blake, Duane L.
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ABSTRACT

The Blake Interaction Model presented in this manual is designed to eliminate three problems which usually confront a task force charged with the responsibility of program development in a conference setting: (1) how to involve simultaneously several work groups in the productive capacity developing solutions for several separate problems; (2) how to gain equal input opportunity in program development; and (3) how to have newly established materials ready for the participants to take home. A graphic presentation of the model is provided illustrating five work groups working toward the solution of five separate problems with each group having an opportunity to contribute to the solution of each of the five problems. An illustration of a group section of the interaction model is also presented. The function of each of the five groups is described and procedural suggestions offered. (BL)

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THE BLAKE INTERACTION MODEL FOR TASK FORCE PROGRAM DEVELOPMENT IN VOCATIONAL EDUCATION

Duane L. Blake

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Department of Vocational Education

Colorado State University

Fort Collins, Colorado 80521

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FOREWARD

This innovation was developed during the planning stages of Institute IV entitled "Development of Vocational Guidance and Placement Personnel for Metropolitan Areas" which was a part of the Western Multiple Institute Project numbered 9-0524, Grant Number OEG-0-9-150524-4520. The institute included 80 participants from the larger metropolitan areas located in the western portion of the United States. The model was developed by the author and subsequently reported in this publication.

The author wishes to thank Dr. G. Dale Gutcher and Dr. Margaret Blake, directors of Institute IV, for utilizing and refining the model during the entire institute. The results were very rewarding and conclusive.

Duane L. Blake
Director, Western
Multi-Institute Project

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INTRODUCTION

Most interaction models for task force program development are more simplified than the one being presented. However, they consistently are criticized as being inadequate to accomplish the real and practical purposes established. The model being presented seems to be more adequate in gaining desired results. In theory, it appears sound and in limited practice it has proven to be quite adequate.

Basically, several organizational problems develop when a task force committee is charged with the coordinated program development through a conference procedure. These problems are: (1) How to involve simultaneously several work groups in the productive capacity developing solutions for some several separate problems. (2) How to gain equal input opportunity in program development and (3) How to have newly established materials ready for the participants to take home?

THE MODEL

This model was conceived as a relatively realistic solution to the problem. Figure A is a graphic presentation of a model which <u>if followed clockwise</u> one can see that each group is successively involved in the development of the final desired product dealing with each of the programs. A larger, clearer representation of one of

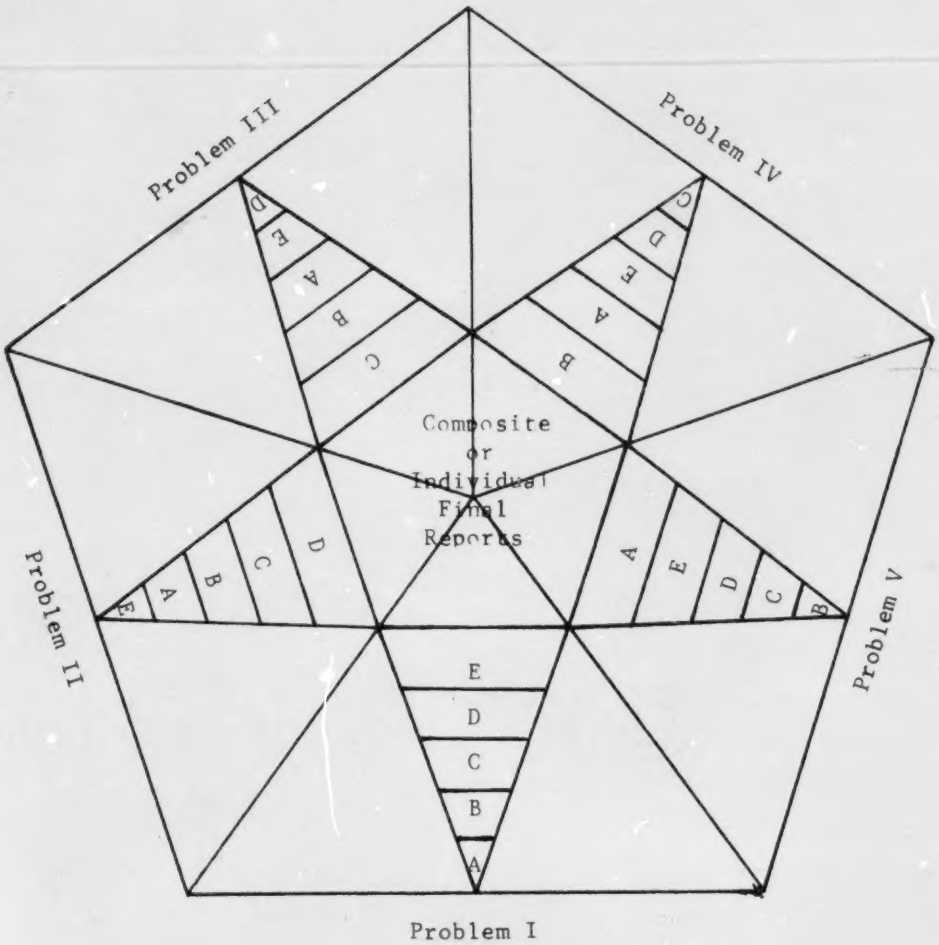

Figure A. Blake Interaction Model for Task Force Program Development in Vocational Education.

the group sections is shown in Figure B and discussed later. Figure A includes an illustration of five work groups working toward the solution of five separate problems Each work group has an opportunity to make a positive contribution to the solution of each of the five problems. The triangular shape represents a decrease in the time involvement for each of these work groups as the final production nears. The smaller inverted triangle in the center wherein work groups A through E are represented, depicts the practical contribution that each of the work groups contribute toward the final production. And the two upright and outer triangles show the amount of inputs utilized by each of the work groups for the development of each of their contributions. As can be seen, Group A begins the productive work on problem I and the extension on each side of work Group A represents the input or raw materials with which Group A works to develop the relatively small segment which begins the contribution toward the final production. As can be seen by the road base of the outer triangle, Group A works a relatively long period of time sifting through the vast quantities of inputs to develop comparatively little. At the expiration of the allotted time segment, Group B begins to function, working not only with a decreased amount of inputs, but basing their work upon what has already been accomplished by Group A. It should be remembered that they are working with and refining that which has been developed by Group A. They are allotted less time than Group A for their development. At the expiration of their

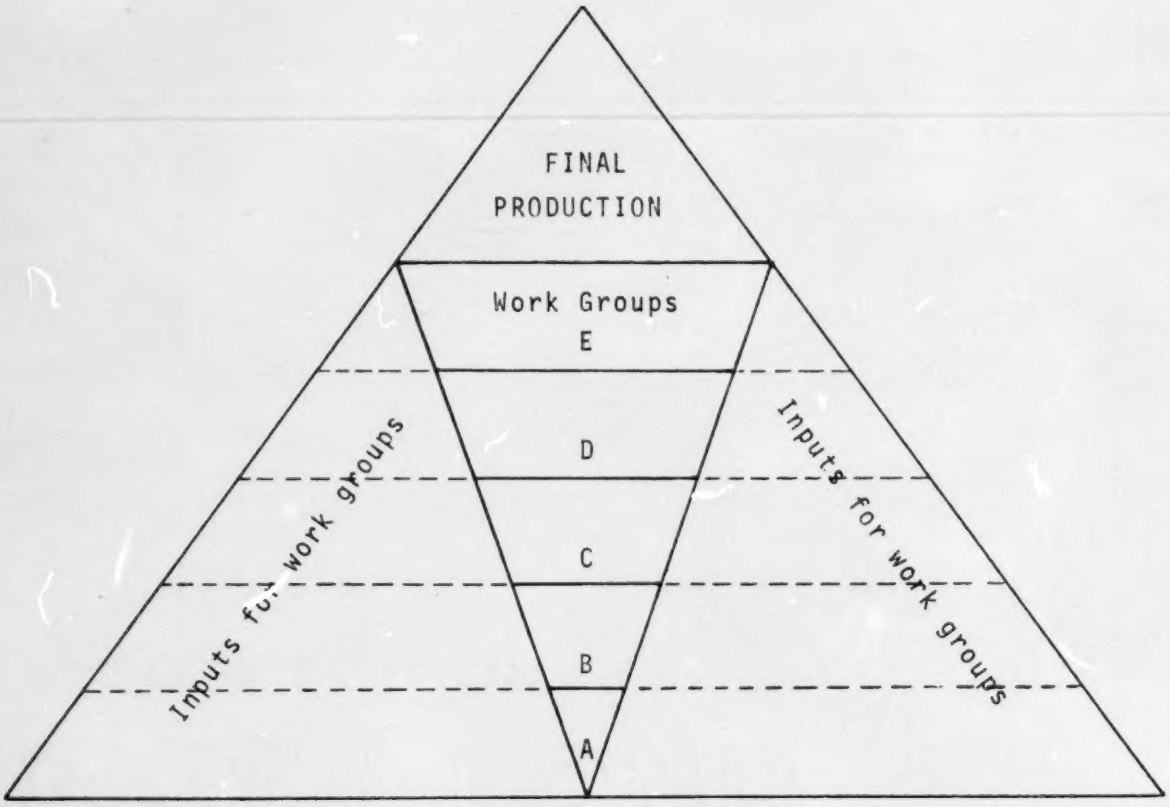

Figure B. Group Section of Blake Interaction Model for Task Force Program Development.

allotted time for Group B, Group C begins to work. Again basing their production on decreasing inputs but upon the increased production contributed by work Group B. And so it goes to Group D and to Group E. Group E, as it can be seen, still has an opportunity for input, however this group is responsible for the ultimate refinement of the production of Group D and the development and editing of the final production which is the ultimate goal.

As shown in Figure B, the large exterior triangle is a representation of the time that each of the work groups are involved in the development of what ultimately will be the final production. At the expiration of the time allotted for Group A to work on Problem I, it will move to the second step of Problem II and work toward the solution of Problem II building upon that which Group E has already developed. At the expiration of the group's allotted time on Problem II it will move then to Problem III, Problem IV and Problem V having involved itself successively in the solution of all the problems and responsible for the development of the final product or solution for Problem V. The groups may remain in the same meeting place with the problems being rotated or the problems may remain in the same meeting place with the groups being rotated.

PROCEDURE

The conference group program may be planned to work on 2 or more problems and the tasks rotated as previously described. The entire group may be programmed to hear the presentation of a consultant for each of the problem areas prior to the workshop sessions. However, it may be more feasible to hear only a portion of the presentations prior to starting the workshop phase. That type of input could be made after the task has been initiated.

A secretary should be employed to take notes for each group. At the end of the first workshop period the secretary types the program development created and has it ready for the next workshop group. This allows the conference director to have the final refined copy ready for the participants to take home. A common criticism of conferences is that the materials developed are not available for 6 months to 2 years after the conference resulting in lack of follow-up and utilization.

The procedure allows for all participants to have an input. It also avoids having participants serving as secretaries.

SUMMARY

The purpose of the Blake Interaction Model for Task Force Program Development in Vocational Education is to eliminate some of the chronic problems of conference leading as traditionally performed.

This model permits the leader to develop a program which can involve simultaneously several work groups in a creative capacity developing solutions for several separate related problems. It also provides each individual the opportunity to have an input in each of the problem areas. An added attraction of the model is the provision for refined program materials being available to take home at the conclusion of the conference.

A review of participant evaluations revealed that a more positive attitude toward accomplishment prevailed as a result of using this technique in conference leading.